Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

2021 Version

The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs that prepare educators for certification in Missouri. In order to ensure that programs meet these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports assists in recognizing high-performing programs as models of excellence based on a set of indicators. Likewise, the reports facilitate identification of programs in need of improvement so they can receive appropriate support.

MoSPE represents the work of hundreds of educators from PK-12 through higher education. Numerous refinements and revisions were made to a version originally approved by the State Board of Education in November 2012. The standards were revised and Board-approved once again in 2020, and the current version became effective in October 2020. These standards guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who continue to contribute to the process.

OVERVIEW OF TEACHER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL
The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval
EPPs that have not been approved by the Board must undergo the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation
All certification programs approved by DESE earn continuing accreditation on an annual basis. The Annual Performance Report for Educator Preparation Programs (APR-EPP) is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the nine Missouri Teachers Standards.

The following designations are used to accredit certification programs:

1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS
The overall goal of MoSPE is to ensure that all EPPs produce effective teachers. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.
Methodology
Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for the 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators
Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points. In 2021, the APR is based on three years of data.

EPPs securely receive individual certification program reports for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied to accountability indicators. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators to make these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program as indicated by the required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)

- **Certification candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), Grade Point Average (GPA), and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification

- **Certificated candidate** refers to a certification candidate that has received Missouri certification

- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and professional programs have a GPA reporting requirement. The 2021 APR-EPP uses the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, and Early Childhood Special Education B-3. A full list of programs with GPA reporting requirements is included in appendix B

- **Cooperating Teacher (CT)** Missouri Educator Evaluation System (MEES) Rating

- **University Supervisor (US)** Missouri Educator Evaluation System (MEES) Rating

- **Missouri Pre-Service Teacher Assessment (MoPTA)** is used to identify 2018 certification candidates

- **First-Year Teachers' Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion

- **Principals' and/or Supervisors' Perceptions of First-Year Teachers' Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 certification candidates over a five-year period.

Missouri Educator Evaluation System (MEES)
EPPs must report a summative score per MEES indicator based on the following conditions:
- Traditional (TD)
  - Cooperative Teacher (CT)
    - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
    - Score range between 0 – 4 (#. #)
  - University Supervisor (US)
    - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
    - Score range between 0 – 4 (#. #)
- Non-Traditional (NT)
  - Cooperative Teacher (CT)

- ▪ Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
- ▪ Score range between 0 – 4 (#. #)
  - o University Supervisor (US)
    - ▪ Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
    - ▪ Score range between 0 – 4 (#. #)
- Associate of Arts in Teaching (AT)
  - o Cooperative Teacher (CT)
    - ▪ Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
    - ▪ Score is NA
  - o University Supervisor (US)
    - ▪ Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
    - ▪ Score is NA

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers' Overall Preparation indicator is calculated as x/y , where:
- x = number of certificated candidates that received and completed the survey; and
- y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Teachers' Overall Preparation indicator is calculated as x/y , where:
- x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

The Accreditation Designation for individual certification programs is determined by points assigned to each of the nine Missouri Teaching Standards in the 2021 APR-EPP:

- Teacher Standard 1: Content Knowledge (90 points possible)
- Teacher Standard 2: Student Learning and Development (20 points possible)
- Teacher Standard 3: Curriculum Implementation (20 points possible)
- Teacher Standard 4: Critical Thinking (20 points possible)
- Teacher Standard 5: Classroom Environment (20 points possible)
- Teacher Standard 6: Effective Communication (20 points possible)
- Teacher Standard 7: Assessment and Data Analysis (20 points possible)
- Teacher Standard 8: Professionalism (20 points possible)
- Teacher Standard 9: Professional Collaboration (20 points possible)

Total Number of Points Possible = 250

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. Then the percentage of points earned is multiplied by a weighted percent to obtain a weighted score. The weighted scores are totaled and assigned an Accreditation Designation based on the Accreditation Designation table above.

Weighted Percentage

Standards	MoCA	GPA	MEES	Surveys	Total Points Earned	% of Whole

1: Content Knowledge	50	20	10	5	5	**90**	22
2: Student Learning & Development			10	5	5	**20**	17
3: Curriculum Implementation			10	5	5	**20**	15
4: Critical Thinking			10	5	5	**20**	5
5: Positive Classroom Environment			10	5	5	**20**	15
6: Effective Communication			10	5	5	**20**	3
7: Student Assessment & Data Analysis			10	5	5	**20**	17
8: Professionalism			10	5	5	**20**	3
9: Professional Collaboration			10	5	5	**20**	3
Total Points	**50**	**20**	**90**	**45**	**45**	**250**	**100%**

CALCULATING THE APR-EPP

The following pages explain how to calculate each of the standards. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations

The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator Evaluation System (MEES) and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2018. • Scores are based on all available years in the APR-EPP starting with 2018.
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• **Special Note – Students in Elementary Education 1–6 must pass all four sections of the MoCA** o Elementary: Language Arts (Test Code 007), Mathematics (Test Code 008), Science (Test Code 009) and Social Studies (Test Codes 010) • **Students in Mild/Moderate Cross-Categorical K-12 must pass the following MoCA** o Mild/Moderate Cross-Categorical Special Education (Test Code 050) • **MoCA for Certification Areas 4, 5, and 6 are individual tests (Certification Area information can be located in appendix A)** • **MoCA average range is not below 220.0 due to the requirements for a certification candidate** • *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	50.0
245.0 – 249.9	47.5
240.0 – 244.9	45.0
235.0 – 239.9	42.5
230.0 – 234.9	40.0
225.0 – 229.9	37.5
220.0 – 224.9	35.0

Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations include information from the MoCA, GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.
Indicator	GPA The reported GPA of certification candidates is used. The GPA reported for the 2021 APR-EPP includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, Mild/Moderate Cross-Categorical and all Alternative Certification Areas. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2018. • Scores are based on all available years in the APR-EPP starting with 2018.
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.* • *GPA average range is not below 2.75 due to the requirements for a certification candidate.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	20.00
3.40 – 3.59	19.25
3.20 – 3.39	18.50
3.00 – 3.19	17.75
2.75 – 2.99	17.00

Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations include information from the .MoCA GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations include information from the MoCA, GPA, MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	 • DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses.
	 • Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    o In order to be reported
	       ▪ A minimum of 10 surveys must be returned, **AND**
	       ▪ The participation rate must be at least 40 percent.
	    o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 1.
	    o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 1.
	    o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	       ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	          • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	          • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	       ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	 • Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 2: Student Learning and Development

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 2 from the data submission is used in the calculation.
	   o For each certification candidate, the CT and the US summative scores are added together and divided by two.
	   o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	   o Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 2: Student Learning and Development

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	      ▪ A minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 2.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 2.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	         • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 3: Curriculum Implementation

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 3 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 3: Curriculum Implementation

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	     ▪ A minimum of 10 surveys must be returned, **AND**
	     ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 3.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 3.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	     ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	        • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	        • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	     ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 4 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	      ▪ A minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 4.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 4.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	         • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 5: Classroom Environment

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 5 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 5: Classroom Environment

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	      ▪ A minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 5.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 5.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	         • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 6: Effective Communication

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 6 from the data submission is used in the calculation.
	   o For each certification candidate, the CT and the US summative scores are added together and divided by two.
	   o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points on the scoring guide.
	   o Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 6: Effective Communication

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    o In order to be reported
	        ▪ A minimum of 10 surveys must be returned, **AND**
	        ▪ The participation rate must be at least 40 percent.
	    o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 6.
	    o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 6.
	    o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	        ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	            • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	            • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	        ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 7 from the data submission is used in the calculation.
	    o For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    o Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	      ▪ A minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 7.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 7.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	         • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 8: Professionalism

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 8 from the data submission is used in the calculation.
	    o For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    o Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 8: Professionalism

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    o In order to be reported
	        ▪ A minimum of 10 surveys must be returned, **AND**
	        ▪ The participation rate must be at least 40 percent.
	    o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 8.
	    o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 8.
	    o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	        ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	            • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	            • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	        ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Teacher Program Standard 9: Professional Collaboration

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	MEES
	• Cooperating Teachers (CT) and University Supervisors (US) submit data for the required nine standards.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 9 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the US summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

Teacher Program Standard 9: Professional Collaboration

Business Logic	Calculations include information from MEES and surveys. Points from each indicator are totaled and divided by the total points possible then multiplied by 100 to get the percentage of points earned. The percentage of points earned is multiplied by the weighted percentage to obtain the weighted score.

Indicator	First-Year Teacher Surveys
	• DESE contracts with the OSEDA to gather the First-Year Teacher Survey responses.
	• Survey responses from the First-Year Teacher Survey and the First-Year Teacher Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	     ▪ A minimum of 10 surveys must be returned, **AND**
	     ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Teacher Survey responses related to Standard 9.
	   o Indicator #2 is the average of all First-Year Teacher Supervisor Survey responses related to Standard 9.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	     ▪ On the supporting data pages there is a column for First-Year Teacher Survey responses and a column for First-Year Teacher Supervisor Survey responses.
	        • The scores for the First-Year Teacher responses are added and divided by the number of surveys completed. The average score determines points received.
	        • The scores for the First-Year Teacher Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	     ▪ The points received from First-Year Teacher responses and First-Year Teacher Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2018.

Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

OVERVIEW OF SCHOOL COUNSELOR EDUCATOR PREPARATION PROGRAM APPROVAL
The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval
EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:
• Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
• A listing of the certification programs seeking approval
• An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
• A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
• Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation
All certification programs approved by DESE earn continuing accreditation on an annual basis. The Annual Performance Report for Educator Preparation Programs (APR-EPP) is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the five Missouri Counselor Standards.

The following designations are used to accredit certification programs:

1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS
The overall goal of MoSPE is to ensure that all EPPs produce effective counselors. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology
Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points.

Individual certification program reports are released securely to EPPs for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied for each accountability indicator. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program along with required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)

- **Certification candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification

- **Certificated candidate** refers to a certification candidate that has received Missouri certification

- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. A full list of programs with GPA reporting requirements is included in appendix B

- **Site Supervisor (CT)** Missouri School Counselor Evaluation System (MEES) Rating

- **Program Supervisor (PS)** Missouri School Counselor Evaluation System (MEES) Rating

- **Missouri School Counselor Evaluation System for Counselors** is used to identify certification candidates

- **First-Year Counselors' Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion

- **Principals' and/or Supervisors' Perceptions of First-Year Counselors' Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year counselors, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 certification candidates over a five-year period.

MEES

EPPs must report a summative score per MEES indicator based on the following conditions:
- Traditional (TD)
  - Site Supervisor (CT)
    - Standards 1, 2, 3, 4, & 5
    - Score range between 0 – 4 (#. #)
  - Program Supervisor (PS)
    - Standards 1, 2, 3, 4, & 5
    - Score range between 0 – 4 (#. #)
- Non-Traditional (NT)
  - Site Supervisor (CT)
    - Standards 1, 2, 3, 4, & 5
    - Score range between 0 – 4 (#.#) or NA
  - Program Supervisor (PS)
    - Standards 1, 2, 3, 4, & 5
    - Score range between 0 – 4 (#.#) or NA

Survey Participation Rate
Participation rates are calculated for indicators derived from first-year counselor survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Counselors' Overall Preparation indicator is calculated as x/y, where
- x = number of certificated candidates that received and completed the survey, and
- y = number of certificated candidates that received a survey

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Counselors' Overall Preparation indicator is calculated as x/y, where
- x = number of principals or supervisors that received and completed the survey in a Missouri public school, and
- y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations
The Accreditation Designation for individual certification programs is determined by points assigned to each of the five Missouri School Counselor Standards in the 2021 APR-EPP:

- School Counseling Standard 1: Student Development (40 points possible)
- School Counseling Standard 2: Program Implementation (40 points possible)
- School Counseling Standard 3: Professional Relationship (40 points possible)
- School Counseling Standard 4: Leadership and Advocacy (40 points possible)
- School Counseling Standard 5: Ethical and Professional Conduct (40 points possible)

Total Number of Points Possible = 200

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	$\leq 59.99\%$

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned for each standard are added to determine the total points earned. The total points earned is divided by the total points possible to determine the percentage of points earned. The percentage of points earned is used to assign an Accreditation Designation based on the Accreditation Designation table.

Points for School Counselor APR

Standards	MoCA Content Assessment	GPA	MEES Performance Assessment	Surveys	Surveys	Total Points Earned
1: Student Development	10	10	10	5	5	40
2: Program Implementation	10	10	10	5	5	40
3: Professional Relationships	10	10	10	5	5	40
4: Leadership and Advocacy	10	10	10	5	5	40
5: Ethical and Professional Conduct	10	10	10	5	5	40
Total Points	**50**	**50**	**50**	**25**	**25**	**200**

CALCULATING THE APR-EPP

The following pages explain how each of the standards are calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations

The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

School Counselor Program Standard 1: Student Development

Business Logic	Calculations include information from the Missouri Content Assessment (MoCA), GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA The reported GPA of certification candidates is used. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
<tr><td>3.40 – 3.59</td><td>9.5</td></tr>
<tr><td>3.20 – 3.39</td><td>9</td></tr>
<tr><td>3.00 – 3.19</td><td>8.5</td></tr>
<tr><td>2.75 – 2.99</td><td>8</td></tr>
</table>

School Counselor Program Standard 1: Student Development

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MEES
	• Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards.
	• Administrator evaluations of teacher candidates are not used.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	    o For each certification candidate, the CT and the PS summative scores are added together and divided by two.
	    o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

School Counselor Program Standard 1: Student Development

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Counselor Surveys
	• DESE contracts with the OSEDA to gather the First-Year Counselor Survey responses.
	• Survey responses from the First-Year Counselor Survey and the First-Year Counselor Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   ○ In order to be reported
	      ▪ a minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   ○ Indicator #1 is the average of all First-Year Counselor Survey responses related to Standard 1.
	   ○ Indicator #2 is the average of all First-Year Counselor Supervisor Survey responses related to Standard 1.
	   ○ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Counselor Survey responses and a column for First-Year Counselor Supervisor Survey responses.
	         • The scores for the First-Year Counselor responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Counselor Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Counselor responses and First-Year Counselor Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA The reported GPA of certification candidates is used. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	10
3.40 – 3.59	9.5
3.20 – 3.39	9
3.00 – 3.19	8.5
2.75 – 2.99	8

School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MEES
	• Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards.
	• Administrator evaluations of teacher candidates are not used.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	    ○ For each certification candidate, the CT and the PS summative scores are added together and divided by two.
	    ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    ○ Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and district-wide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Counselor Surveys
	• DESE contracts with the OSEDA to gather the First-Year Counselor Survey responses.
	• Survey responses from the First-Year Counselor Survey and the First-Year Counselor Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    o In order to be reported
	        ▪ a minimum of 10 surveys must be returned, **AND**
	        ▪ The participation rate must be at least 40 percent.
	    o Indicator #1 is the average of all First-Year Counselor Survey responses related to Standard 2.
	    o Indicator #2 is the average of all First-Year Counselor Supervisor Survey responses related to Standard 2.
	    o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	        ▪ On the supporting data pages there is a column for First-Year Counselor Survey responses and a column for First-Year Counselor Supervisor Survey responses.
	            • The scores for the First-Year Counselor responses are added and divided by the number of surveys completed. The average score determines points received.
	            • The scores for the First-Year Counselor Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	        ▪ The points received from First-Year Counselor responses and First-Year Counselor Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA The reported GPA of certification candidates is used. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	Points
3.60 +	10
3.40 – 3.59	9.5
3.20 – 3.39	9
3.00 – 3.19	8.5
2.75 – 2.99	8

School Counselor Program Standard 3: Professional Relationships

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MEES
	• Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards.
	• Administrator evaluations of teacher candidates are not used.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	   ○ For each certification candidate, the CT and the PS summative scores are added together and divided by two.
	   ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	   ○ Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>2.50 +</td><td>10</td></tr>
<tr><td>2.25 – 2.49</td><td>9</td></tr>
<tr><td>2.00 – 2.24</td><td>8</td></tr>
<tr><td>1.75 – 1.99</td><td>7</td></tr>
<tr><td>1.50 – 1.74</td><td>6</td></tr>
<tr><td>1.25 – 1.49</td><td>5</td></tr>
<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>

School Counselor Program Standard 3: Professional Relationships

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Counselor Surveys
	• DESE contracts with the OSEDA to gather the First-Year Counselor Survey responses.
	• Survey responses from the First-Year Counselor Survey and the First-Year Counselor Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	       ▪ a minimum of 10 surveys must be returned, **AND**
	       ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Counselor Survey responses related to Standard 3.
	   o Indicator #2 is the average of all First-Year Counselor Supervisor Survey responses related to Standard 3.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	       ▪ On the supporting data pages there is a column for First-Year Counselor Survey responses and a column for First-Year Counselor Supervisor Survey responses.
	           • The scores for the First-Year Counselor responses are added and divided by the number of surveys completed. The average score determines points received.
	           • The scores for the First-Year Counselor Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	       ▪ The points received from First-Year Counselor responses and First-Year Counselor Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

School Counselor Program Standard 4: Leadership and Advocacy

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA The reported GPA of certification candidates is used. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
<tr><td>3.40 – 3.59</td><td>9.5</td></tr>
<tr><td>3.20 – 3.39</td><td>9</td></tr>
<tr><td>3.00 – 3.19</td><td>8.5</td></tr>
<tr><td>2.75 – 2.99</td><td>8</td></tr>
</table>

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MEES
	• Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards.
	• Administrator evaluations of teacher candidates are not used.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	    o For each certification candidate, the CT and the PS summative scores are added together and divided by two.
	    o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	Points
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

School Counselor Program Standard 4: Leadership and Advocacy

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Counselor Surveys
	• DESE contracts with the OSEDA to gather the First-Year Counselor Survey responses.
	• Survey responses from the First-Year Counselor Survey and the First-Year Counselor Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    o In order to be reported
	        ▪ a minimum of 10 surveys must be returned, **AND**
	        ▪ The participation rate must be at least 40 percent.
	    o Indicator #1 is the average of all First-Year Counselor Survey responses related to Standard 1.
	    o Indicator #2 is the average of all First-Year Counselor Supervisor Survey responses related to Standard 1.
	    o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	        ▪ On the supporting data pages there is a column for First-Year Counselor Survey responses and a column for First-Year Counselor Supervisor Survey responses.
	            • The scores for the First-Year Counselor responses are added and divided by the number of surveys completed. The average score determines points received.
	            • The scores for the First-Year Counselor Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	        ▪ The points received from First-Year Counselor responses and First-Year Counselor Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. • Certification candidate scores are reported when the "n" size is 10 or more. • Scores are based on the average of best attempt(s) per SSN per certification program. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

School Counselor Program Standard 5: Ethical and Professional Conduct

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA The reported GPA of certification candidates is used. • Certification candidate scores are reported when the "n" size is 10 or more. • EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

Grade Point Average (GPA)	
Average Range	Points
3.60 +	10
3.40 – 3.59	9.5
3.20 – 3.39	9
3.00 – 3.19	8.5
2.75 – 2.99	8

School Counselor Program Standard 5: Ethical and Professional Conduct

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MEES
	• Cooperating Teachers (CT) and Program Supervisors (PS) submit data for the required five standards.
	• Administrator evaluations of teacher candidates are not used.
	• Certification candidate scores are reported when the "n" size is 10 or more.
	• MEES Standard 1 from the data submission is used in the calculation.
	    o For each certification candidate, the CT and the PS summative scores are added together and divided by two.
	    o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
2.50 +	10
2.25 – 2.49	9
2.00 – 2.24	8
1.75 – 1.99	7
1.50 – 1.74	6
1.25 – 1.49	5
1.00 – 1.24	4
0.00 – 0.99	0

School Counselor Program Standard 5: Ethical and Professional Conduct

Business Logic	Calculations include information from the MoCA, GPA, performance assessments and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Counselor Surveys
	• DESE contracts with the OSEDA to gather the First-Year Counselor Survey responses.
	• Survey responses from the First-Year Counselor Survey and the First-Year Counselor Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   o In order to be reported
	      ▪ a minimum of 10 surveys must be returned, **AND**
	      ▪ The participation rate must be at least 40 percent.
	   o Indicator #1 is the average of all First-Year Counselor Survey responses related to Standard 5.
	   o Indicator #2 is the average of all First-Year Counselor Supervisor Survey responses related to Standard 5.
	   o All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      ▪ On the supporting data pages there is a column for First-Year Counselor Survey responses and a column for First-Year Counselor Supervisor Survey responses.
	         • The scores for the First-Year Counselor responses are added and divided by the number of surveys completed. The average score determines points received.
	         • The scores for the First-Year Counselor Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The points received from First-Year Counselor responses and First-Year Counselor Supervisor responses are added and the total points are placed on the summary page.
	• Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

OVERVIEW OF SCHOOL LEADER EDUCATOR PREPARATION PROGRAM APPROVAL

The Board is charged with the approval of EPPs and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012 and revised in October 2020. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating the program meets MoSPE requirements. The Board provides initial approval once the proposed EPP and certification programs provide the evidence.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP is generated by DESE each year from performance data collected to determine whether an individual certification program continues to meet state standards. The structure of the report is based on the five Missouri Leadership Development System Domains.

The following designations are used to accredit certification programs:

1. Accredited: Certification programs that meet all of the standards for the preparation of educators are accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas are issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years is reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full-accredited status, it may declare the program unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS

The overall goal of MoSPE is to ensure that all EPPs produce effective school leaders. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2020-21 academic year. Certification candidates are identified based on the data submitted by EPPs. Each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2021 APR-EPP is collected from September 1, 2020 through August 31, 2021.

Data is provided at the individual certification program level. The list of certification programs is included in appendix A. Reports are generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period are accumulated, and a single aggregate is computed from those data points.

Individual certification program reports are released securely to EPPs for planning purposes, regardless of cell size. The report is provided for the purposes of continuous improvement and is not used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are applied for each accountability indicator. EPPs are held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program completer** refers to a person who has met all the requirements of a state-approved educator preparation program along with required documentation. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), or school leader (e.g. principal)

- **Certification candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification

- **Certificated candidate** refers to a certification candidate that has received Missouri certification

- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. A full list of programs with GPA reporting requirements is included in appendix B

- **Program Supervisor (PS)** Missouri Educator Evaluation System (MEES) rating if applicable

- **Missouri Performance Assessments for School Counselors and School Leaders**

- **First-Year Principals' Self-Reported Overall Preparation** includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion

- **Supervisors' perceptions First-Year Principals' Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year school counselors and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

In each of these cases, accountability requires 10 program completers over a five-year period.

Survey Participation Rate
Participation rates are calculated for indicators derived from first-year principal survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Principals' Self-Reported Overall Preparation indicator is calculated as xy, where

- x = number of certificated candidates that received and completed the survey, and
- y = number of certificated candidates that received a survey

Similarly, the participation rate for the Supervisors perceptions of First-Year Principals' Overall Preparation indicator is calculated as xy, where

- x = number of supervisors that received and completed the survey in a Missouri public school; and
- y = number supervisors of certificated candidates that received a survey.

Accreditation Designations
The Accreditation Designations for individual certification programs is determined by points assigned to each of the five Missouri Leadership Development System Domains in the 2021 APR-EPP:

- School Leader Standard 1: Visionary Leadership (40 points possible)
- School Leader Standard 2: Instructional Leadership (40 points possible)
- School Leader Standard 3: Managerial Leadership (40 points possible)
- School Leader Standard 4: Relational Leadership (40 points possible)
- School Leader Standard 5: Innovative Leadership (40 points possible)
- Total Number of Points Possible = 200

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned for each standard are added to determine the total points earned. The total points earned is divided by the total points possible to determine the percentage of points earned. The percentage of points earned is used to assign an Accreditation Designation based on the Accreditation Designation table.

Points for School Leader APR

Domains	MoCA Content Assessment	GPA	MEES Performance Assessment	Surveys	Surveys	Total Points Earned
1: Visionary Leadership	10	10	10	5	5	40
2: Instructional Leadership	10	10	10	5	5	40
3: Managerial Leadership	10	10	10	5	5	40
4: Relational Leadership	10	10	10	5	5	40
5: Innovative Leadership	10	10	10	5	5	40
Total Points	50	50	50	25	25	200

CALCULATING THE APR-EPP
The following pages explain how each of the standards are calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

Overview of Calculations
The APR-EPP 2021 is based on **certification candidates**. A certification candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

School Leader Program Domain 1: Visionary Leadership

Business Logic	Calculations include information from the Missouri Content Assessment (MoCA), GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MoCA
	• The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned.
	    ○ Certification candidate scores are reported when the "n" size is 10 or more.
	    ○ Scores are based on the average of best attempt(s) per SSN per certification program.
	    ○ EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	    ○ Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	GPA
	• The reported GPA of certification candidates is used.
	    o Certification candidate scores are reported when the "n" size is 10 or more.
	    o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

School Leader Program Domain 1: Visionary Leadership

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MPEA • University Supervisors submit data for this indicator. • Certification candidate scores are reported when the "n" size is 10 or more. • MPEA for School Leaders from the data submission is used in the calculation. o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
14.00 +	10
13.00 – 13.99	9
12.00 – 12.99	8
11.00 – 11.99	7
10.00 – 10.99	6

School Leader Program Domain 1: Visionary Leadership

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Principal Surveys
	• DESE contracts with OSEDA to gather the First-Year Principal Survey responses.
	• Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   ▪ In order to be reported,
	      • a minimum of 10 surveys must be returned, **AND**
	      • the participation rate must be at least 40 percent.
	   ▪ Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1.
	   ▪ Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1.
	   ▪ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      • On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses.
	         ▪ The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received.
	         ▪ The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      • The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.
	• Scores are based on all available years in the EPP-APR starting with 2019.

Definition	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MoCA
	• The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned.
	   o Certification candidate scores are reported when the "n" size is 10 or more.
	   o Scores are based on the average of best attempt(s) per SSN per certification program.
	   o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	   o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	GPA
	• The reported GPA of certification candidates is used.
	    o Certification candidate scores are reported when the "n" size is 10 or more.
	    o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MPEA • University Supervisors submit data for this indicator. • Certification candidate scores are reported when the "n" size is 10 or more. • MPEA for School Leaders from the data submission is used in the calculation. ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>14.00 +</td><td>10</td></tr>
<tr><td>13.00 – 13.99</td><td>9</td></tr>
<tr><td>12.00 – 12.99</td><td>8</td></tr>
<tr><td>11.00 – 11.99</td><td>7</td></tr>
<tr><td>10.00 – 10.99</td><td>6</td></tr>
</table>

School Leader Program Domain 2: Instructional Leadership

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Principal Surveys
	• DESE contracts with OSEDA to gather the First-Year Principal Survey responses.
	• Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   ▪ In order to be reported,
	      • a minimum of 10 surveys must be returned, **AND**
	      • the participation rate must be at least 40 percent.
	   ▪ Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1.
	   ▪ Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1.
	   ▪ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      • On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses.
	         ▪ The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received.
	         ▪ The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      • The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.
	• Scores are based on all available years in the EPP-APR starting with 2019.

Definition	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA • The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. o Certification candidate scores are reported when the "n" size is 10 or more. o Scores are based on the average of best attempt(s) per SSN per certification program. o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. o Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Special Notes	• ***2020 APR was suspended, and no data collected, due to COVID-19 impacts***.
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	GPA
	• The reported GPA of certification candidates is used.
	    o Certification candidate scores are reported when the "n" size is 10 or more.
	    o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Special Notes	• ***2020 APR was suspended, and no data collected, due to COVID-19 impacts.***
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MPEA • University Supervisors submit data for this indicator. • Certification candidate scores are reported when the "n" size is 10 or more. • MPEA for School Leaders from the data submission is used in the calculation. ○ The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
14.00 +	10
13.00 – 13.99	9
12.00 – 12.99	8
11.00 – 11.99	7
10.00 – 10.99	6

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Principal Surveys
	• DESE contracts with OSEDA to gather the First-Year Principal Survey responses.
	• Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	   ▪ In order to be reported,
	      • a minimum of 10 surveys must be returned, **AND**
	      • the participation rate must be at least 40 percent.
	   ▪ Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1.
	   ▪ Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1.
	   ▪ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	      • On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses.
	         ▪ The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received.
	         ▪ The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	      • The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.
	• Scores are based on all available years in the EPP-APR starting with 2019.

Definition	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	MoCA
	• The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned.
	    o Certification candidate scores are reported when the "n" size is 10 or more.
	    o Scores are based on the average of best attempt(s) per SSN per certification program.
	    o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	    o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	GPA • The reported GPA of certification candidates is used. o Certification candidate scores are reported when the "n" size is 10 or more. o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. o Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	10
3.40 – 3.59	9.5
3.20 – 3.39	9
3.00 – 3.19	8.5
2.75 – 2.99	8

School Leader Program Domain 4: Relational Leadership

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MPEA • University Supervisors submit data for this indicator. • Certification candidate scores are reported when the "n" size is 10 or more. • MPEA for School Leaders from the data submission is used in the calculation. o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Performance Assessments	
Average Range	**Points**
14.00 +	10
13.00 – 13.99	9
12.00 – 12.99	8
11.00 – 11.99	7
10.00 – 10.99	6

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Principal Surveys
	• DESE contracts with OSEDA to gather the First-Year Principal Survey responses.
	• Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	    ▪ In order to be reported,
	        • a minimum of 10 surveys must be returned, **AND**
	        • the participation rate must be at least 40 percent.
	    ▪ Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1.
	    ▪ Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1.
	    ▪ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	        • On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses.
	            ▪ The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received.
	            ▪ The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	        • The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.
	• Scores are based on all available years in the EPP-APR starting with 2019.

Definition	The Principal as the Relational Leader interacts professionally with students, staff, family and community.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MoCA • The indicator score is assigned based on the average of the best score earned by each certification candidate regardless of when the score was earned. o Certification candidate scores are reported when the "n" size is 10 or more. o Scores are based on the average of best attempt(s) per SSN per certification program. o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019. o Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.
Special Notes	• ***2020 APR was suspended, and no data collected, due to COVID-19 impacts.***
Scoring Guide	

MoCA	
Average Range	**Points**
250.0 +	10
245.0 – 249.9	9.5
240.0 – 244.9	9
235.0 – 239.9	8.5
230.0 – 234.9	8
225.0 – 229.9	7.5
220.0 – 224.9	7

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	GPA
	• The reported GPA of certification candidates is used.
	  o Certification candidate scores are reported when the "n" size is 10 or more.
	  o EPP certification programs receive points as noted below based on the average from the certification candidates for five years starting with 2019.
	  o Scores are based on all available years in the APR-EPP starting with 2019.

Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	10
3.40 – 3.59	9.5
3.20 – 3.39	9
3.00 – 3.19	8.5
2.75 – 2.99	8

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.
Indicator	MPEA • University Supervisors submit data for this indicator. • Certification candidate scores are reported when the "n" size is 10 or more. • MPEA for School Leaders from the data submission is used in the calculation. o The average summative scores for certification candidates are added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average determines points received on the scoring guide. • Scores are based on all available years in the APR-EPP starting with 2019.
Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts*.
Scoring Guide	

Performance Assessments	
Average Range	**Points**
14.00 +	10
13.00 – 13.99	9
12.00 – 12.99	8
11.00 – 11.99	7
10.00 – 10.99	6

Business Logic	Calculations include information from the MoCA, GPA, Missouri School Leader Evaluation (MPEA performance assessment), and surveys. Points from each indicator are added to determine the total points earned for the standard.

Indicator	First-Year Principal Surveys
	• DESE contracts with OSEDA to gather the First-Year Principal Survey responses.
	• Survey responses from the First-Year Principal Survey and the First-Year Principal Supervisor Survey are averaged and assigned a score by each standard. Survey items are used to generate points associated with the standard.
	  ▪ In order to be reported,
	    • a minimum of 10 surveys must be returned, **AND**
	    • the participation rate must be at least 40 percent.
	  ▪ Indicator #1 is the average of all First-Year Principal Survey responses related to Domain 1.
	  ▪ Indicator #2 is the average of all First-Year Principal Supervisor Survey responses related to Domain 1.
	  ▪ All responses related to Standard 1 on the surveys are totaled and divided by the number of responses received for each EPP certification program.
	    • On the supporting data pages there is a column for First-Year Principal Survey responses and a column for First-Year Principals Supervisor Survey responses.
	      ▪ The scores for the First-Year Principal responses are added and divided by the number of surveys completed. The average score determines points received.
	      ▪ The scores for the First-Year Principal Supervisor responses are added and divided by the number of surveys completed. The average score determines points received.
	    • The points received from First-Year Principal responses and First-Year Principal Supervisor responses are placed on the summary page.
	• Scores are based on all available years in the EPP-APR starting with 2019.

Definition	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge understanding to drive appropriate change.
Special Notes	• *2020 APR was suspended, and no data collected, due to COVID-19 impacts.*
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	5
3.0 – 3.9	4
2.0 – 2.9	3
0.0 – 1.9	0

APPENDIX

Appendix A: Certification Programs

TEACHER	
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479

ADMINISTRATION	
CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SCHOOL LEADER K-12	9968115
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205

STUDENT SERVICES	
SCHOOL COUNSELOR 7-12	799
SCHOOL COUNSELOR K-8	793
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105
SPEECH/LANGUAGE PATHOLOGIST B-12	16412

Appendix B: Appeals Process for 2021 EPP-APR Release

An appeal is the formal procedure for requesting that DESE revisit, recalculate, rescore, or otherwise alter a specific standard and indicator. This memorandum provides guidance on the EPP-APR appeal process.

DESE annually notifies EPPs of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE established a formal appeals form that is required to submit any standard and indicator that is being appealed for your certification candidate.

Assessment Appeals

If an EPP believes a certification candidate's certification assessment was scored incorrectly, it is necessary that the policies set by Educational Testing Service and/or Evaluation Systems group of Pearson are followed in order to have the assessment rescored. Rescores must be requested early enough that DESE receives the new results in time to be reflected in the APR. The test taker must initiate the request for the rescoring and include the cost of the rescoring.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above are handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between November 15, 2021 and December 17, 2021. Approved appeals are reflected in the final APR according to the APR 2021 Calendar.

Once an EPP-APR is final, data included in that EPP-APR may not be appealed. Corrections made to prior data will not affect an EPP-APR report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Appeals Form

The established formal appeals form captures the following information regarding the appeal:

- Student name
- Date of birth
- Last five digits of the Social Security Number
- Certification program
- Performance indicator
- Completer year
- Exam date if applicable
- Exam score if applicable
- Supporting documentation or additional notation attached
- Comments for the reason of the appeal
- Signed by the dean or unit leader

Notification of Appeal Status

In order to be considered, all requests for appeals must be received before the date specified in the APR 2021 Calendar. Notification of approval or denial of appeals, addressed to the dean or unit leader, will be postmarked on or before the date specified in the APR 2021 Calendar.

Appendix C: GPA Reporting Requirements by Certification Program

CONTENT GPA is the GPA for approved courses that DESE lists on file to meet the content requirements for certification. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved program should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by "Content Area GPA." GPA is provided on a 4.00 scale (two decimal points).
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

PROGRAM GPA is the CUMULATIVE GPA for the specific program. GPA is provided on a 4.00 scale (two decimal points).
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-8 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
Not Applicable (N/A) GPA. Demographic information is provided on completers of the following programs.
9-12 DRIVER EDUCATION
9-12 ROTC
B-12 SPEECH/LANGUAGE PATHOLOGIST
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix D: Required Program Actions and Options for Support

Once accreditation status is initiated, the following program actions and options for support are implemented.

Situation	Required Actions	Support Options[1]
First year earning fewer than 70 percent of points possible	• Develop a general response with a strategy • Response maintained on file with Office of Educator Quality (OEQ)	• OEQ review and feedback • Board feedback • DESE resources available • Intra-institution support • Peer program support available • National consultation
Second consecutive year earning fewer than 70 percent of points possible	• Create an improvement team • Develop an improvement plan • Present to the Board for approval • Send first status letter to students	
Provisional Accreditation status earning 70 percent or more of points possible	• Program improvement team reports progress to Board	
Provisional Accreditation status earning fewer than 70 percent of points possible	• Program improvement team reports progress to Board • Second and final status letter to students	

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[1] **Department resources** – research and resources on curriculum, evaluation, professional learning, etc.; **Intra-institution support** – assistance offered by programs within the same institution; **Peer program support** – feedback, support, resources, etc. provided by like programs (i.e. elementary education, middle school math, etc.) from other institutions; **National consultation** – use of available research laboratory materials and trainings. A sequence of determinations and supports is initiated when an educator preparation program receives an accreditation designation.